Blenman Elementary School
STUDENT ACHIEVEMENT ACTION PLAN SY2021-22
Principal: Kelly Mack
Arroyo Chico Region 3, Regional Superintendent: Richard Sanchez

I.   SCHOOL PROFILE

Vision and Mission: The mission of Blenman is to provide a safe and nurturing environment where students develop critical thinking skills as self-directed learners who are empowered to contribute to their communities.

Core Values: The vision of Blenman Elementary is to prepare our students to become critical analytical thinkers through authentic learning so that they become responsible collaborative participants in a global economy.

Impact of COVID on instruction

According to Tai et al., (2021), 'the coronavirus disease 2019 (COVID-19) pandemic has disproportionately affected racial and ethnic minority groups, with high rates of death in African American, Native American, and LatinX communities…Minority groups are disproportionately affected by chronic medical conditions and lower access to healthcare that may portend worse COVID-19 outcomes. Furthermore, minority communities are more likely to experience living and working conditions that predispose them to worse outcomes. Underpinning these disparities are long-standing structural and societal factors that the COVID-19 pandemic has exposed.'

From March 2020 to March 2021, TUSD provided instruction remotely during the height of the COVID-19 outbreak. Although almost all students experienced learning loss, families in economic hardship with fewer available resources such as childcare and/or adult supervision, a quiet place to study at home, connectivity issues, shared devices, etc. were even more negatively affected academically by remote instruction.

Impact of COVID-19 and Learning Loss: TUSD Students in Grades 3 – 8 Percent Proficient on State Testing Broken by USP Ethnicity							
	ELA				Math		
	2018-19	2020-21	ELA Loss		2018-19	2020-21	Math Loss
African Am.	28%	17%	-11%		24%	9%	-15%
Hispanic	30%	20%	-10%		27%	10%	-17%
White	48%	39%	-9%		46%	27%	-19%

Estimated Time to Reach Grade C

The current ADE school grade is a D. The state has initiated a new state test and has also adjusted the state accountability model. The impact of these changes is unknown and so the estimated time to improve the state letter grade determination may need some flexibility. Blenman's academic goals for subgroups and the entire school are both realistic and rigorous. With these state considerations in mind, the estimated time for Blenman to increase its letter grade from a D to a C could be one year or two years depending on changes to the test and the letter grade model.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
48	41	115	7	15	15	241
English Language Learners	**Exceptional Education Students**					
22	28					

Limitations of 2020-21 AzM2 data as a comparison to other years

When reviewing the findings from state testing during remote instruction and COVID-19, please note that participation rates among students taking the state assessment were so low, especially in high school, that caution is needed when drawing conclusions about student performance at the district level and statewide. It is recommended against making a simple comparison to prior years' performance data because of the instructional challenges caused by COVID-19, low student educational engagement/participation rates, and family trauma. Both at the district and the state level, learning loss is evident, especially among our youngest grades. TUSD had only a 57% participation rate for state testing and so the data may or may not be representative of the district as a whole.

AzMERIT Difference in ELA Percent Passing Comparison of TUSD and the State by Grade and Subject						
	ELA 2019		ELA 2021		ELA Loss	
Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	38%	46%	21%	35%	-17%	-11%
4	40%	51%	29%	44%	-11%	-7%
5	43%	52%	32%	45%	-11%	-7%
6	27%	42%	19%	35%	-8%	-7%
7	26%	41%	19%	38%	-7%	-3%
8	24%	38%	17%	35%	-7%	-3%
9						
10			19%	32%		
11						

AzMERIT Difference in MATH Percent Passing Comparison of TUSD and the State by Grade and Subject						
	MATH 2019		MATH 2021		Math Loss	
Grade	TUSD % Passing	State % Passing	TUSD % Passing	State % Passing	TUSD	State
3	42%	51%	18%	36%	-24%	-15%

4	36%	48%	16%	34%	-20%	-14%
5	36%	46%	16%	31%	-20%	-15%
6	23%	41%	8%	29%	-15%	-12%
7	22%	38%	12%	30%	-10%	-8%
8	18%	32%	9%	26%	-9%	-6%
Alg I						
Geom			13%	26%		
Alg II						

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	47%	47%	47%	53%	47%	47%	51%	48%	46%
District Avg	39%	36%	38%	43%	36%	37%	42%	36%	36%
Blenman	22%	14%	26%	14%	24%	10%	19%	17%	15%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2018 Gr. 3	2018 Gr. 4	2018 Gr. 5	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5
State Avg	43%	48%	44%	44%	47%	48%	46%	51%	52%
District Avg	34%	37%	32%	35%	38%	37%	38%	40%	43%
Blenman	26%	37%	15%	16%	32%	21%	19%	25%	35%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	10%	38%
African Am.	10%	27%
Hispanic	20%	24%
Native Am.	33%	50%
Asian-PI	14%	14%
Multi-Racial	18%	27%
All	**17%**	**27%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Blenman has identified the following gaps in areas of student outcomes. For each, Blenman provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Achievement Gap is heavily influenced by SES

The persistence of the achievement gap between White students compared to African American and Latino students has been an ongoing and perplexing issue in school improvement. Studies such as Reardon & Portilla (2016) and von Hippel et al., (2018) have demonstrated that academic achievement gaps are established at kindergarten entry, are heavily influenced by SES, and remain stable across schooling.

Since the 1970's, schools have shown little or no progress in closing the academic gap in test score performance. (Stiefel et al., 2006) The continuing focus on this issue undermines our faith in public education to provide all students with an equitable and quality education. Confounding this issue is the assumption that academic advancement is based primarily on individual ability or achievement. This assumption appears to confirm implicitly that the capability and motivation of students of color, especially African American students, is somehow lacking. To the extent that people assume that the achievement gap is evidence of the limited academic capabilities and outcomes among students of color feeds implicit (and explicit) racism that permeates American society and schooling today. (Hawley &Freitas 2020, unpublished paper.) Many studies over the

last two decades have argued that poverty continues to be the primary catalyst for the achievement gap and confirm Sean Reardon's recent statement (2019) that the racial "achievement gap" in standardized-test scores shouldn't be considered a racial gap at all…Instead, it's more accurate to call it a "poverty gap."'

Data Source: TUSD Data Dashboard- DIBELS 19.20

Current Reality: *Achievement gap between all subgroups (20.5% gap between non-ELD kinders and ELD kinders)*

- *% of Kinder Non-ELD students passing= 20.5%*
- *% of ELD students passing = 0%*
- *% of Kinder Non Ex-ExEd students passing = 20.5%*
- *% of Ex. Ed Students passing= 25%*

Desired State: Increase CORE/At grade level students by 5% in 2021-22

Gap: about 80% from CORE

Data Source: TUSD Data Dashboard -AZMerit 20.21, AZMERIT 18-19 SY

Current Reality: *Achievement gap between all subgroups (13% of our students are proficient in ELA and 10% in math)*

- *% Of Non ELD students proficient= 11%*
- *% Of ELD students proficient= 0%*
- *% Of Non-Ex. Ed. Students proficient= 11%*
- *% Of Ex. Ed. Students proficient=0%*

3rd Grade ELA achievement for all students is at 19% (Proficient or Highly Proficient) in comparison to the State average of 46%

3rd Grade Math achievement for all students is at 19% (Proficient or Highly Proficient) in comparison to the State average of 51%.

Desired State: Increase Proficient 3rd grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 90% from Proficient

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

Data Source: TUSD Data Dashboard-AZMerit 20.21

Current Reality: *Achievement gap between all subgroups (4 % of our students are proficient in both ELA and math)*

- *% Of Non-ELD students proficient= 4%*
- *% Of ELD students proficient = 0%*
- *% Of Non Ex.Ed students proficient =4% and*
- *% Of Ex. Ed students proficient =0%*

4th Grade ELA achievement for all students is at 25% (Proficient or Highly Proficient) in comparison to the State average of 51%.

4th Grade Math achievement for all students is at 17% (Proficient or Highly Proficient) in comparison to the State average of 48%.

Desired State: Increase Proficient 4th grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 96% from Proficient

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

Data Source: TUSD Data Dashboard - AZMerit 20.21, AZMERIT 18-19 SY

Current Reality: *Achievement gap between all subgroups (3 % of our students are passing in Math and 20% are passing ELA)*

- *% Of Non-ELD students passing= 11%*
- *% Of ELD students passing= 0%*
- *% Of Non Ex.Ed students passing=11%*
- *% Of Ex. Ed. Students passing= 0%*

5th Grade ELA achievement for all students is at 35% (Proficient of Highly Proficient) in comparison to the State average of 52%.

5th Grade Math achievement for all students is at 15% (Proficient of Highly Proficient) in comparison to the State average of 46%.

Desired State: Increase Proficient 5th grade students in ELA and Math by 5% in 2021-22

Blenman wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: about 97% from Proficient in Math/ about 80% from Proficient in ELA

The gap between African American and White students in ELA is 11%, in Math it is 0%

The gap between Hispanic and White students in ELA is 14%, in Math 10%

B. SMART Improvement Goals

Based on gaps identified in section A, above, Blenman developed SMART improvement goals designed to move Blenman students from the current reality to the desired state.

1. Improvement Goal: 25% of Blenman kinder students will increase their scores from intensive/strategic to Core/ at grade level as demonstrated by the DIBELS amplify assessment.
2. Improvement Goal: 18% of 3rd graders will increase their percent passing from Minimally Proficient/ Partially Proficient to Proficient in Math and 15% in ELA as demonstrated on AZM2.
3. Improvement Goal: 9% of 4th graders will increase their percent passing from Minimally Proficient/Partially Proficient to Proficient in Math and in ELA as demonstrated on AZM2.

4. Improvement Goal: 8% of 5ᵗʰ graders will increase their percent passing from Minimally Proficient/Partially proficient to Proficient in Math and 25% of 5ᵗʰ graders will increase their percent passing from Minimally Proficient/Partially proficient to Proficient in ELA as demonstrated on AZM2.

5. Achievement Gap Improvement Goal:

By 2024-25, the achievement gap between White students and African American students will be reduced by 5% in ELA and Math as measured on the state assessment (AASA)

By 2024-25, the achievement gap between White students and Hispanic students will be reduced by 3% in ELA and Math as measured on the state assessment (AASA)

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Blenman reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. *Improvement Goal: ELA*

Strategy 1a: Daily practice of skills that concentrate on the focused standards using the quarterly scope and sequence in whole group & small group differentiated instruction and targeted interventions. Teachers will monitor student progress using daily checking for understanding intentionally planning strategies for engagement.

Task to Monitor 1a: Intensive supports and interventions for students will review: DIBELS reports (for Kinder), CFA's, and MTSS data processes to create intentional targeted groups.

Strategy 1b: Data analysis during PLCs to have well developed plans for Tier 1, Tier 2 and Tier 3 interventions and supports utilizing Data template tools (CFA's) and Student Success Specialist for added assistance.

Task to Monitor 1b: Utilizing specific online intervention programs, support staff (MTSS, Student Success Specialist and Reading Interventionist), teachers will review items on CFA's with students to understand learning gaps.

Strategy 1c: Increased use of higher order DOK questioning. Pre-planned questions per lesson as created in summer template using the DOK documented in lesson plans.
Task to Monitor 1c: With increased planning both in the summer and PLCs, teachers will use backward planning and Bi-monthly CFAs to make sure daily checks for understanding with students are met.

Strategy 1d: Using regularly scheduled bi-monthly CFAs on Benchmark Universe or Cengage Reach aligned to standards, students will practice test taking tools and receive feedback from teachers on progress while being supported by the Student Success Specialist.
Task to Monitor 1d: Teachers will review data and item types while collaborating on strategies and intentional targeted support in focused PLCs.

Strategy 1e: Use of previous years quarterly benchmark scores and current year's scores to create cusp lists of students to provide targeted small group and one on one instruction and tutoring. Teachers along with support from MTSS and interventionists will work on creating cusp lists and learning goals for students especially for Tier 3 intensive support tutoring.
Task to Monitor 1e: Teachers along with MTSS, and Teacher aides will support tutoring groups and collect growth data reports to show growth.

2. *Improvement Goal: Math*
    Strategy 2a: Intentional planning of skills that focus on the overarching weekly standards in whole group, small group differentiated instruction. Teachers will monitor student progress by checking for understanding by using daily informal checks for understanding and common formative assessments every two weeks using either IXL, Math Pathways and Pitfalls or Eureka mid-module assessments.
    Task to Monitor 2a: Teachers will review reports from IXL, Eureka and CFA;s in order to target and support additional intervention times using IXL and Eureka.

    Strategy 2b: Data analysis during PLCs to have well developed plans for Tier 1, Tier 2 and Tier 3 interventions and supports utilizing Data template tools from IXL report or CFA's. Student Success Specialist is available added assistance in reviewing data.
    Task to Monitor 1b: Utilizing specific online intervention programs, support staff (MTSS, Student Success Specialist and Interventionist), teachers will review items on CFA's with students to understand learning gaps.

    Strategy 2c: Using regularly scheduled bi-monthly CFAs on Benchmark Universe or Cengage Reach aligned to standards, students will practice test taking tools and receive feedback from teachers on progress while being supported by the Student Success Specialist.

Task to Monitor 2c: Teachers will review data and item types while collaborating on strategies and intentional targeted support in focused PLCs.

Strategy 2d: Use of previous years quarterly benchmark scores and current year's scores to create cusp lists of students to provide targeted small group and one on one instruction and tutoring. Teachers along with support from MTSS and interventionists will work on creating cusp lists and learning goals for students especially for Tier 3 intensive support tutoring.

Task to Monitor 2d: Teachers along with MTSS, and Teacher aides will support tutoring groups and collect growth data reports to show growth. School wide math intervention block based on math screener developed with Empower. 45-minute block based on skill development.

3. Improvement Goal to Address in Subgroup Achievement:

Strategy 3a: Teachers will have dedicated time to plan intentionally instruction that is differentiated and culturally responsive. This planning will result in providing appropriately challenging instruction and targeted interventions that will lead to an increase in student achievement, specifically for targeted subgroups.

Tasks to Monitor 3a: Support staff including MTSS, Math Interventionists, CSP and others including Teachers will create focused intervention lists that support students' needs through the use of data from multiple sources including Waterford to monitor and check for continuous progress.   Once identified through the PLC or other teaming processes, struggling students will receive targeted supports such as tutoring, MTSS support, and interventions. Also, Blenman is participating with West Ed's MPP program to help support the needs of all students, especially ELL students and ExEd students.

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

   1. *Improvement Goal:*

Strategy 1a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated assignments and instruction and targeted interventions will lead to an increase in student achievement, specifically for targeted subgroups.	teacher	Sept 7th- EOY At minimum twice monthly, teachers will have dedicated time to intentionally plan instruction that is differentiated and culturally responsive.	Benchmark Universe/ Cengage Reach
Teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups. Use of time for job-embedded PLCs will support the achievement of students including Ex Ed and ELL.	Teachers	Ongoing	District curriculum, data from PLCs
Daily checks for understanding Classroom teachers are essential in providing the team with an understanding of the target standards as well as feedback on the success of interventions. Within PLCs, teachers will use backwards design from the common formative assessment to align daily instruction with the highly leveraged standards taught for the week. This will result in more rigorous and relevant instruction for all students, but with a special focus on targeted subgroups.	teacher	Daily after Teachers attend professional development and complete a series of book studies to gain understanding of culturally responsive practices.	Lesson plans
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review DIBELS reports Tier 3 - Intensive support to students by support staff and intervention programs. Interventions are	teachers	Sept 7th- EOY	DIBELS amplify

to be specific based on screening diagnostic information and systematic screener - DIBELS			
Review CFA data in PLCS -Grades 2-5 and participate in school wide benchmark data analysis - Reading Readiness and skills analysis using the WACS assessment in grades K-3. - Grade Level will utilize Common Formative Assessments in Schoolcity based upon Common Math & ELA Curriculum and Pacing guides as evidenced in Lesson plans and observations -Cengage unit tests will assess ELL progress culminating with the AZELLA	CSP, teachers, Reading Specialist,	Every 2 weeks - Reading Readiness and skills analysis will be conducted three times annually using the WACS assessment in grades K-3. - Grade Level will utilize Common Formative Assessments in Schoolcity (August-May) -Cengage unit tests (August-May) will assess ELL progress - AZELLA in Spring.	Benchmark Universe/ Cengage/ AZELLA School city WACS
MTSS is incorporated into the PLC grade level team time to discuss and strategize interventions for students. The MTSS process is supported through the collaborative efforts of the teaching staff, the Reading Interventionists, and the Student Success Specialist.	MTSS, Reading Interventionist, Student Success Specialist	Every 2 weeks	Data

Strategy 1b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs Through regular collaboration in PLCs, Tier 1 instruction, as well as Tier 2 and Tier 3 interventions and supports are developed to insure equitable, scaffolded, accessible and aligned	CSP	August 23rd- EOY	CFA data from Benchmark Uni.

instruction in both face to face and virtual educational environments.			
Data template tool There will PD on pulling and analyzing data and lesson planning with template examples. There will be an expectation that teachers are planning to standards and scope and sequence, with embedded strategies for questioning and engagement.	teachers	August 23rd- EOY	Data tool uploaded into Teams PD
The Student Success Specialist will provide teachers the needed support in intentionally planning for interventions.	Student Success Specialist	As needed	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Specific interventions Blenman will utilize online intervention programs to support student achievement. ELLs Imagine Learning. Tier 1 Full time Reading interventionist to work with identified MTSS students in and out of class time, Teacher aide to work with identified MTSS students in and out of class time. Tier 2 MTSS students receiving technology-based curriculum	Teacher, interventionist, MTSS	Daily Tier 2 Grade K-5 receive 20 minutes at least twice per week Tier 3 Grade K-5 receive 20 minutes five times per week	Imagine learning (ELs) and IXL research-based practices and materials
Review of item types on CFA with students The Student Success Specialist will plan, coordinate, and develop a program to increase academic and social achievement of students at Blenman. The Student Success Specialist will work closely as a liaison between the teachers and students to address learning gaps, reteach standards identified from CFAs.	teacher	Every 2 weeks	Benchmark Uni assessment

Strategy 1c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Pre-planned questions There will PD on pulling and analyzing data and lesson planning with template examples. There will be an expectation that teachers are planning to standards and scope and sequence, with embedded strategies for questioning and engagement. There will be an expectation that teachers are planning to standards and scope and sequence, with embedded strategies for questioning and engagement.	teacher	BOY-EOY	Lesson plans, MPP and DOK posters
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Daily checks for understanding Classroom teachers are essential in providing the team with an understanding of the target standards as well as feedback on the success of interventions. Within PLCs, teachers will use backwards design from the common formative assessment to align daily instruction with the highly leveraged standards taught for the week. This will result in more rigorous and relevant instruction for all students, but with a special focus on targeted subgroups.	teacher	BOY-EOY	Benchmark/ Cengage, lesson plans
Bi-monthly CFAs and review of data This process is used to make decisions about general, remedial and special education students, creating a well-integrated system of instruction that is guided by student outcome data.	Teacher, CSP	Every 2 weeks	data

Strategy 1d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Assigned CFAs professional development on creating formatives and other assessment methods will be provided to teachers on an as needed basis.	teachers	Aug. 23rd- EOY, every 2 weeks	Benchmark Universe/ Cengage
The Student Success Specialist will work closely as a liaison between the teachers and students to address learning gaps, reteach standards identified from CFAs Feedback to students , maintaining fidelity to district curriculum, gathering data from common formative assessments and progress monitoring in order to differentiate based on individual student needs.	Student Success Specialist teachers	Every 2 weeks	Benchmark Universe/ Cengage

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of data/ item types A focus in PLCs will be on using data to drive instruction and collaboration on strategies to teach specific learning goals. PD will be held on teacher planning for instructional strategies based on student need. Accountability has come out to show staff how to pull and further analyze data to teach to student need.	Teachers, students	Every 2 weeks, or as needed	data

Strategy 1e:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of SCA build cusp lists Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students and share with teachers on how to implement focused evidenced-based, rigorous, and relevant instruction.	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Benchmark universe, IXL,
Assign interventions/ tutoring to students Tier 3 - Intensive support interventions are to be specific based on screening diagnostic information and systematic. To diagnose student needs and progress monitor, multiple data points will be utilized, including screeners (SchoolCity and DIBELS) and diagnostic (Assessing Reading Multiple Measures ARMM and Next Step Guided Reading Assessment NSGRA).	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping Twice weekly after school tutoring for MTSS students grades K-5	Differentiated assignments
Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Checks of understanding of tutoring groups Identified MTSS students in and out of class time, utilizing research-based practices and materials Teacher aide to work with identified MTSS students in and out of class time, utilizing research- based practices and materials Using appropriate and engaging manipulatives/materials to increase student understanding of concepts.	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments
Weekly assessment of tutored concepts for growth Twice weekly after school tutoring for MTSS students grades k-5 Tier 3	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week	Differentiated assignments

2. *Improvement Goal:*

Strategy 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated assignments and instruction and targeted interventions will lead to an increase in student achievement, specifically for targeted subgroups.	teacher	Aug 23rd- EOY At minimum twice monthly, teachers will have dedicated time to intentionally plan instruction that is differentiated and culturally responsive. This will result in providing appropriately challenging instruction and targeted interventions that will lead to an increase in student achievement, specifically for targeted subgroups.	Eureka
Daily checks for understanding. Classroom teachers are essential in providing the team with an understanding of the target standards as well as feedback on the success of interventions. Within PLCs, teachers will use backwards design from the common formative assessment to align daily instruction with the highly leveraged standards taught for the week. This will result in more rigorous and relevant instruction for all students, but with a special focus on targeted subgroups.	teacher	Daily	Lesson plans
Teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups. Use of manipulatives, book studies, West Ed's Math Pathways, and Pitfalls,	Teachers		

and time for job-embedded PLCs will support the achievement of students including Ex Ed and ELL.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review IXL, Eureka reports Blenman will utilize online intervention programs to support student achievement. IXL 2-5, Tier 1, Tier 2 MTSS students, and Tier 3 identified students	Teachers Full time Reading interventionist Teacher aide	Aug 23rd- EOY IXL 2-5 Tier 1 Tier 2 K-5 receive 20 minutes at least twice per week Tier 3 MTSS students grade K-5 receive 20 minutes five times per week	IXL, Eureka
Review CFA data in PLCS Teachers will administer Quarterly Benchmarks through School City in Grades 2-5 and participate in school wide benchmark data analysis	CSP, teachers	Every 2 weeks	SchoolCity

Strategy 2b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
PLCs Through regular collaboration in PLCs, Tier 1 instruction, as well as Tier 2 and Tier 3 interventions and supports are developed to insure equitable, scaffolded, accessible and aligned instruction in both face to face and virtual educational environments. These processes and practices are regularly monitored at the site level and by the assigned District level coordinator for success. New interventions are assigned to students as needed, based on progress monitoring	CSP	August 23rd- EOY after each assessment window (whole staff PD and in PLCs)	CFA data from SchoolCity
Data template tool	teachers	Aug 23rd- EOY	Data tool uploaded into Teams

Teachers will administer Quarterly Benchmarks through School City in Grades 2-5 and participate in school wide benchmark data analysis			
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Specific interventions MTSS is incorporated into the PLC grade level team time to discuss and strategize interventions for students.	Teacher, interventionist, MTSS	Daily	Eureka, IXL
Review of item types on CFA with students Teachers will administer Quarterly Benchmarks through School City in Grades 2-5 and participate in school wide benchmark data analysis	teacher	Every 2 weeks	SchoolCity assessment

Strategy 2c:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Assigned CFAs Teachers will administer Quarterly Benchmarks through School City in Grades 2-5 and participate in school wide benchmark data analysis	teachers	Aug. 23rdSCA- EOY, every 2 weeks	SchoolCity
Feedback to students , maintaining fidelity to district curriculum, gathering data from common formative assessments and progress monitoring in order to differentiate based on individual student needs.	teachers	Every 2 weeks	SchoolCity
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review of data/ item types	Teachers, students	Every 2 weeks, or as needed	data

Strategy 2d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Review of SCA build cusp lists Interventionist will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students and share with teachers on how to implement focused evidenced-based, rigorous, and relevant instruction.	Teachers, CPS, MTSS, SSS, Reading interventionist	Every quarter	Imagine math, IXL, Eureka mid-module scores
Assign interventions/ tutoring to students	CSP, MTSS, SSS, Reading interventionist, TAs	Every quarter or as needed for flexible grouping	Differentiated assignments
Targeted subgroups receive specialized instruction with a highly qualified teacher using a evidence based curriculum (Math Pathways and Pitfalls).	Teacher		
Teachers and staff participate in professional development on the use of West Ed's evidence-based Math Pathways and Pitfalls lessons and strategies, and have time to use data, plan, observe, and reflect on lessons in order to enhance the instruction of all students.	Teachers CSP, MTSS, Interventionists		
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Checks of understanding of tutoring groups Identified MTSS students in and out of class time, utilizing research-based practices and materials Teacher aide to work with identified MTSS students in and out of class time, utilizing research- based practices and materials Using	Teachers, TAs, reading interventionist, MTSS, SSS	End of each tutored day	Differentiated assignments

appropriate and engaging manipulatives/materials to increase student understanding of concepts.			
Weekly assessment of tutored concepts for growth Twice weekly after school tutoring for MTSS students grades k-5 Tier 3	Teachers, TAs, reading interventionist, MTSS, SSS	At the end of each week Grade K-5 receive 20 minutes five times per week (August - May).	Differentiated assignments

3. Improvement Goal to Address Gaps in Subgroup Achievement:

Strategy 3a: Percent of ELL students proficient or highly proficient will increase by 5% from 10% in 2019 to 15% in 2022 as measured by AZM2
Teachers will have dedicated time to intentionally plan instruction that is differentiated and culturally responsive. This will result in providing appropriately challenging instruction and targeted interventions that will lead to an increase in student achievement, specifically for targeted subgroups.

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Differentiated Instruction Teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups. Use of manipulatives, book studies, West Ed's Math Pathways, and Pitfalls, and time for job-embedded PLCs will support the achievement of students including Ex Ed and ELL.	Teachers, TAs, reading interventionist, MTSS, SSS	At minimum twice monthly	Differentiated assignments MPP books PLC
Intentionally plan instruction that is differentiated and culturally responsive. This will result in providing appropriately challenging instruction and targeted interventions that will lead to an increase in student achievement, specifically for targeted subgroups. Math: Use of manipulatives, book studies, West Ed's Math Pathways, and Pitfalls, and time for job-	Teachers, Curriculum Service Providers and other support staff	ongoing	West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits

embedded PLCs will support the achievement of students including Ex Ed and ELL.			
MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement	Teachers, Curriculum Service Providers and other support staff	ongoing	West Ed's Discussion Builder posters, Math Pathways, and Pitfalls books, NCTM professional development books and guides, and math manipulative kits
Interventions used 5 times per week with evidence-based intervention programs including Waterford and Imagine Learning.	Teachers, Curriculum Service Providers and other support staff	ongoing	WACS
Within PLCs, teachers will use backwards design from the common formative assessment to align daily instruction with the highly leveraged standards taught for the week. This will result in more rigorous and relevant instruction for all students, but with a special focus on targeted subgroups.	Teachers, Curriculum Service Providers	ongoing	PLC CFA's Other data

4. Improvement Goal to Address Gaps in Subgroup Achievement: MPP

Tasks to Monitor, Assess, and Adjust	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Teachers are provided KP Ten Frames to provide students with hands-on experiences in math, problem solving, place value, base-ten concepts, reasoning skills, and fluency. Teachers are provided professional development on the use of these manipulatives and will use the manipulatives in planning interventions for subgroups.	Teachers	Monthly walkthrough observations of MPP lessons and ongoing coaching and feedback from leadership teams, as well as semiannual data reflections on subgroup achievement.	PD KP Ten Frames

Teachers are provided math manipulatives and training on how to use the manipulatives to support students in building increased mathematical concepts, skills, and awareness, and to support differentiation and students in subgroups.	Teachers		PD Math manipulatives
WestEd's Discussion Builder Posters are provided to all classrooms along with PD on the use of discussion strategies to support all students in higher order thinking, problem solving, language skills, meta-cognition, questioning, and to increase student engagement. One teacher participates in the MPP Teacher Leadership Cohort. Math and Ex Ed teachers all have opportunities to attend professional development on Math Pathways and Pitfalls, Algebra Tiles, Math Discussion Strategies, and other math focused workshops facilitated by WestEd, district personnel, and school site facilitators.	Teachers ExEd		West Ed's MPP Discussion Builders Poster

6. **Progress Monitoring**

During the 2021-2022 School Year, TUSD is strategically utilizing short cycle assessments from the following curricular adoptions: *Benchmark Advance, Eureka,* and *IXL*. These assessments are expected to be implemented at designated sites.

Short cycle assessments are designed to provide teachers with immediate feedback on students' performance towards standards mastery during the instructional cycle. By having set timeframes for providing short cycle assessments, teachers can engage in meaningful dialogue using actionable data during PLC/CTTs regarding students' growth and performance over time, and plan instruction to ensure students are on target to meet grade level standards. The schedule below shows the points at which the short cycle assessments take place.

2nd Grade Benchmark Advanced:	3rd Grade Benchmark Advanced:	4th Grade Benchmark Advanced:	5th Grade Benchmark Advanced:
Unit 1 : by Sept. 24th	Unit 1 : by Sept. 10th	Unit 1 : by Sept. 10th	Unit 1 : by Sept. 10th
Unit 2: by Oct. 7th	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st	Unit 2: by Oct. 1st
Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th	Unit 3: by Oct. 29th
Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th	Unit 4: by Nov. 19th
Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th	Unit 5: by Dec. 10th
Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th	Unit 6: by Jan. 14th
Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th	Unit 7: by Feb. 4th
Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th	Unit 8: by March 4th
	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)	Unit 9: by April 1st (optional)
Unit 9: by April 1st (optional)	Unit 10: by May 13th	Unit 10: by May 13th	Unit 10: by May 13th
Unit 10: by May 13th			
2nd Grade Eureka Math:	**3rd Grade Eureka Math:**	**4th Grade Eureka Math:**	**5th Grade Eureka Math:**
Module 1 : by Aug. 18th	Module 1 : by Aug. 27th	Module 1 : by Aug. 27th	Module 1 : by Aug. 20th
Module 2: by Aug. 27th	Module 2: by Sept. 21st	Module 2: by Sept. 17th	Module 2: by Oct. 1st
Module 3: by Sept. 24th	Module 3: by Nov.12th	Module 3: by Oct. 22nd	Module 3: by Nov. 19th
Module 4: by Nov. 19th	Module 4: by Jan. 7th	Module 5: by Jan 21st	Module 4: by Jan. 14th
	Module 5: by Feb. 11th		Module 5: by March 10th

Module 5: by Jan. 21st Module 6: by Feb. 18th Module 7: by April 14th (optional) Module 8: by May 13th	Module 6: by April 1st (optional) Module 7: by May 7th	Module 6: by March 10th Module 4: by April 22nd (optional) Module 7: by May 20th	Module 6: by April 22nd (optional)

6-11 IXL Continuous Diagnostic Assessments:
Window #1: Aug.16 – 27
Window #2: Sept. 13 – 24
Window #3: Oct. 25 – Nov. 5
Window #4: Dec. 1 – 14
Window #5: Jan. 18 – 28
Window #6: Feb. 28 – Mar. 10
Window #7: May 2 – 13

Next Steps

Project Elevate and TUSD Goals for Short Cycle Assessment

Project Elevate is a two-year program of structured support to improve teaching and learning which results in significant student academic gains. The support is focused in three areas: (1) Talent Management: to develop a comprehensive system to support an environment or effective recruitment, on-going support, and retention; (2) Culture: to cultivate a strong culture where high expectations for all learners are evident and embraced by school; and (3) Instructional Infrastructure: to implement high quality curriculum and instruction, including an observation and feedback system and a cohesive assessment system focused on data driven decision making and data driven instruction.

This program is sponsored by the Arizona Department of Education and will provide ongoing mentoring for the principal, professional learning for the site's leadership team, and collaboration with district leadership. The Short-term goals are:

- Develop equitable instructional infrastructure that includes high-quality curriculum and instruction, observation and feedback, and a cohesive assessment system focused on data driven instruction

- Improve culture of equity, learning and high expectations for all

- Establish effective talent management systems

The long-term goals are:

- Improve equity-focused leadership competencies

- Improve teacher practices

- Achieve significant gains in student achievement

- Reduce achievement gaps between student subgroups

- Sustain highly effective equitable LEA and school systems

TUSD's D and F rated schools will participate in Project Elevate, beginning in the SY 2021-22. Concurrently, these 18 schools have shifted their assessment protocol to administer short cycle assessments to be more responsive to 'in the moment' instructional practices. This shift away

from deficit-oriented strategies such as benchmark testing toward authentic, formative assessments will improve student learning.   TUSD's goals in collaboration with Project Elevate are:

- To transform assessments districtwide to an ongoing formative cycle that teachers are in control of
- To utilize assessments as a strategy for learning rather than of learning.
- To shift current assessment and instructional practices for Project Elevate schools to a formative assessment model.
- To utilize short-cycle assessments with Project Elevate

Review & Approval

This plan has been reviewed and approved by the following.

Title	Signature	Date
Assistant Superintendent	*Richard Sanchez*	12/10/2021
Principal	Kelly Mack	12/10/2021